

# Antelope Union High School

## ARIZONA SCHOOL REPORT CARD 2003-04

9168 South Ave 36 East, Wellton, AZ 85356

### Antelope Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### AZ LEARNS<sup>1</sup>

##### High School Achievement Profile \*

Performing\*

\* The profiles are Excelling, Highly Performing, Performing or Underperforming.

#### No Child Left Behind

##### Adequate Yearly Progress\*\*\*

Met

##### School Improvement Status\*\*\*

Year 2

\*\*\* For additional information, please refer to the AYP page in this report card.

#### School Overview

Principal/Administrator : Mr. Randall O'Donnell  
Schedule : 8:00 AM to 4:00 PM  
Grades : 9-12  
2003 Enrollment : 349  
Web Address : AntelopeUnion.org  
Phone Number : (928) 785-3344  
Fax Number : (928) 785-9566  
E-mail :

#### Mission

It is the mission of Antelope Union High School to create a safe learning environment where students learn to be responsible, thoughtful, self-reliant, productive citizens capable of adapting to, and competing in, a rapidly changing world community.

#### School / Academic Goals

ü Students will participate in problem-solving activities and activities designed to increase their sense of self-esteem in order to help them make informed rational decisions.

ü The number of students dropping out of school will be reduced by half.

#### Instructional Programs

ü Gifted  
ü Honors Classes  
ü Bilingual  
ü After School Tutorial Program

#### Enrollment

October 1, 2002 School Year Student Enrollment : 348  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 10

#### Calendar Information

Number of Instruction Days : 180  
Average Daily Instruction Time : 5 hours 15 minutes  
First Day of School : 8/13/2003  
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

# Antelope Union High School

## School Site Council

### Council Composition

School Administrator(s)  
Non-certified Employee(s)  
Teacher(s)  
Parent(s)  
Community Member(s)  
Student(s)

### Council Duties

## Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	24.00
Other Professional Staff	1.00	Teacher Aide	5.00

## Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	6	2	0	0
7 to 9 years	3	0	0	0
10 or more years	5	4	0	0

## Shared Responsibilities

### School

We strive to maintain a safe learning environment. Physical/verbal intimidation is not tolerated. Every 3 weeks, parents receive progress reports; every 6 weeks they receive report cards/parent letter stating upcoming events/homework assignments.

### Parents

Parents are expected to have their child at school on time and ready to learn. Parents are strongly encouraged to actively participate in their child's progress and school activities.

## Resources Available at School Site

### Special Facilities

- ü Computer Technology Center
- ü Instructional Media Center

### Extracurricular Activities

- ü 19 Levels of Athletics
- ü Student Council
- ü FFA
- ü FBLA

### Social Services

- ü Health Services
- ü After School Tutorial Program
- ü Counseling Services
- ü Adult Education

## Transportation Policy

Antelope Union High School District covers 3,230 square miles and is one of the largest district areas in Arizona. Our seven route buses run 836 miles per day, an average of over 119 miles per bus.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

Ü 1999 National Merit Scholarship winner. 1999 AIA Scholar Athlete winner. 2000 AIA Scholar Athlete runner-up.

Ü Arizona Agriculture 1st Year Teacher of the Year 1998. State FFA President 2000. State 3rd Place FFA Program.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
Ü Ford/AAA Auto State Champions	1998
Ü National Merit Scholarship Winner	1999
Ü AIA Scholar Athlete Winner	1999
Ü State FFA President	2000

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate <sup>2</sup>	98	95	94	96
Transfers Out <sup>3</sup>	7	20	20	20
Transfers In <sup>4</sup> (Within District)	0	2	2	2
Transfers In <sup>5</sup> (Out of District)	7	10	10	9
Promotion Rate <sup>6</sup>	98	99	98	95
Retention Rate <sup>7</sup>	2	1	2	5
Dropout Rate <sup>8</sup>	8			8
Status Unknown <sup>9</sup>	6			6
Graduation Rate <sup>10</sup>	82			76

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

## Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	84	57534	92	92	91	481	481	491	59	59	46	22	22	16	11	11	23	8	8	15
All Students (Prior Year)	88	88	51010	NA	NA	NA	471	471	483	59	59	45	27	27	20	14	14	23	0	0	11
Female	46	46	28155	92	92	90	480	480	491	59	59	47	24	24	16	6	6	24	12	12	14
Male	38	38	28932	93	93	89	481	481	491	60	60	46	20	20	15	15	15	23	5	5	16
African American	NC	NC	2558	NC	NC	86	NC	NC	475	NC	NC	64	NC	NC	15	NC	NC	16	NC	NC	6
Hispanic	49	49	17547	86	86	86	456	456	475	100	100	64	0	0	15	0	0	15	0	0	6
Asian/Pacific Islander	--	--	1395	--	--	96	--	--	519	--	--	22	--	--	16	--	--	28	--	--	35
American Indian/Alaskan Native	NC	NC	3794	NC	NC	91	NC	NC	468	NC	NC	72	NC	NC	13	NC	NC	12	NC	NC	3
White	30	30	29790	103	103	86	490	490	501	44	44	34	30	30	17	15	15	29	11	11	20
Students with Disabilities	NC	NC	5562	NC	NC	93	NC	NC	461	NC	NC	79	NC	NC	10	NC	NC	8	NC	NC	3
Students without Disabilities	77	77	51972	92	92	90	481	481	492	59	59	45	22	22	16	11	11	24	8	8	15
Limited English Proficient Students	41	41	5467	114	114	111	NA	NA	458	NA	NA	87	NA	NA	7	NA	NA	5	NA	NA	1
Migrant Students	10	10	702				472	472	471	67	67	74	33	33	9	0	0	14	0	0	3
Economically Disadvantaged	21	21	10446				473	473	472	50	50	70	50	50	13	0	0	13	0	0	4
Non-Economically Disadvantaged	63	63	47088				481	481	495	60	60	42	20	20	16	11	11	26	9	9	17

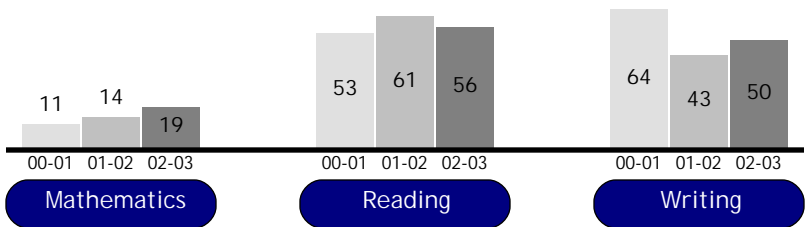
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	87	56700	96	96	89	512	512	512	10	10	15	35	35	23	43	43	52	13	13	10
All Students (Prior Year)	90	90	50525	NA	NA	NA	506	506	517	10	10	12	30	30	22	51	51	51	10	10	15
Female	47	47	27862	94	94	89	521	521	517	11	11	12	26	26	22	42	42	54	21	21	12
Male	40	40	28398	98	98	88	504	504	507	10	10	19	43	43	24	43	43	49	5	5	9
African American	NC	NC	2529	NC	NC	85	NC	NC	495	NC	NC	24	NC	NC	31	NC	NC	41	NC	NC	4
Hispanic	50	50	17305	88	88	85	494	494	494	0	0	24	75	75	31	25	25	41	0	0	4
Asian/Pacific Islander	--	--	1382	--	--	95	--	--	530	--	--	6	--	--	17	--	--	59	--	--	17
American Indian/Alaskan Native	NC	NC	3815	NC	NC	91	NC	NC	489	NC	NC	29	NC	NC	35	NC	NC	35	NC	NC	2
White	32	32	29209	110	110	84	518	518	525	10	10	9	27	27	17	47	47	59	17	17	15
Students with Disabilities	NC	NC	5215	NC	NC	87	NC	NC	478	NC	NC	43	NC	NC	29	NC	NC	25	NC	NC	2
Students without Disabilities	80	80	51485	95	95	89	514	514	513	8	8	15	36	36	23	44	44	52	13	13	11
Limited English Proficient Students	42	42	5378	117	117	109	NA	NA	471	NA	NA	48	NA	NA	36	NA	NA	15	NA	NA	0
Migrant Students	11	11	689				508	508	486	0	0	31	67	67	36	33	33	30	0	0	2
Economically Disadvantaged	22	22	10358				488	488	492	0	0	26	100	100	33	0	0	37	0	0	4
Non-Economically Disadvantaged	65	65	46342				513	513	516	11	11	13	32	32	21	45	45	54	13	13	12

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	84	55090	92	92	87	468	468	479	21	21	16	29	29	13	50	50	70	0	0	0
All Students (Prior Year)	89	89	50572	NA	NA	NA	464	464	481	22	22	14	36	36	23	41	41	63	2	2	1
Female	46	46	27752	92	92	89	479	479	483	11	11	13	22	22	12	67	67	75	0	0	0
Male	38	38	26842	93	93	83	457	457	474	30	30	20	35	35	15	35	35	65	0	0	0
African American	NC	NC	2336	NC	NC	78	NC	NC	464	NC	NC	25	NC	NC	14	NC	NC	62	NC	NC	0
Hispanic	48	48	16391	84	84	81	435	435	458	38	38	28	50	50	16	13	13	56	0	0	0
Asian/Pacific Islander	--	--	1356	--	--	93	--	--	499	--	--	7	--	--	9	--	--	83	--	--	2
American Indian/Alaskan Native	NC	NC	3731	NC	NC	89	NC	NC	446	NC	NC	37	NC	NC	16	NC	NC	47	NC	NC	0
White	32	32	29053	110	110	84	476	476	492	17	17	8	24	24	12	59	59	79	0	0	0
Students with Disabilities	NC	NC	4141	NC	NC	69	NC	NC	436	NC	NC	47	NC	NC	18	NC	NC	35	NC	NC	0
Students without Disabilities	77	77	50949	92	92	89	468	468	479	21	21	16	29	29	13	50	50	71	0	0	0
Limited English Proficient Students	40	40	4711	111	111	96	NA	NA	422	NA	NA	61	NA	NA	13	NA	NA	26	NA	NA	0
Migrant Students	NC	NC	666				NC	NC	444	NC	NC	39	NC	NC	11	NC	NC	50	NC	NC	0
Economically Disadvantaged	21	21	10168				416	416	453	67	67	32	33	33	18	0	0	50	0	0	0
Non-Economically Disadvantaged	63	63	44922				472	472	484	17	17	13	29	29	13	54	54	73	0	0	0

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

#### Glossary:

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:** Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	91	34	34	43	100	31	31	37	100	30	30	41
	Language	92	35	35	41	100	33	33	38	100	32	32	42
	Mathematics	100	52	52	59	100	52	52	56	100	43	43	60

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our campus is a closed campus which promotes a safe environment. Our SRO is very active with our students which leads to a relaxed orderly atmosphere. Most students are actively involved in school activities.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Daniel Cruz	(928) 785-3344
Community Resources	Randall O'Donnell	(928) 785-3344
School Nutrition Programs	Martha Rinehart	(928) 785-3344
Parent Organization	Emma Moser	(928) 785-3344
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."



1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes ( -- ). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)